



STRIVE - THRIVE - ACHIEVE

Relationship, sex and health education policy

Approved by:

Management Committee

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1. Aims

The aim of relationships and sex education (RSE) at Danesgate is to ensure we have a whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. To do this we:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a maintained primary and secondary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In the Primary School curriculum we are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. In the Secondary School curriculum we have a statutory requirement to teach sex education as well as relationships. Parents/Carers have the right to withdraw from sex education lessons only, up until 3 terms before the child turns 16 years of age. Please see Appendix 3 for the withdrawal form.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Danesgate Community, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers were asked to complete a survey.
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

Primary sex education is not compulsory in primary schools – it is up to your school to determine whether you need to cover any additional content on sex education to meet the needs of your pupils. If your school decides to cover this, please include the following statement which you can add or adapt according to your pupils' needs.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum.

Primary school Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

Secondary schools RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

Considers how a diverse range of pupils will relate to them

Is sensitive to all pupils' experiences

During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

Giving careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate

- Are in line with pupils' developmental stage
- Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)

Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

Review any case study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed

Ask to see in advance any materials that the agency may use

Know the named individuals who will be there, and follow our usual safeguarding procedures for these people

Conduct a basic online search and address anything that may be of concern to us, or to parents and carers

Check the agency's protocol for taking pictures or using any personal data they might get from a session

Remind teachers that they can say "no" or, in extreme cases, stop a session

Make sure that the teacher is in the room during any sessions with external speakers

Share all external materials with parents and carers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

8.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. Parents' right to withdraw

Secondary parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action.

Alternative school work will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Appendix 1: Curriculum map

The following is a summary of our Curriculum Map for PSHE. If you require further information please do not hesitate to contact the school.

Primary

Class	Autumn Term	Spring Term	Summer Term
Primary Class One	<ul style="list-style-type: none"> ● Staying Safe - Road Safety ● Staying Healthy - Washing Hands 	<ul style="list-style-type: none"> ● Relationships - Friendship ● Being Responsible - Water Spillage 	<ul style="list-style-type: none"> ● Feelings and Emotions - Jealousy ● Computer Safety - Online Bullying
Primary Class Two	<ul style="list-style-type: none"> ● Staying Safe - Road Safety ● Staying Healthy - Washing Hands 	<ul style="list-style-type: none"> ● Relationships - Friendship ● Being Responsible - Water Spillage 	<ul style="list-style-type: none"> ● Feelings and Emotions - Jealousy ● Computer Safety - Online Bullying
Primary Class Three	<ul style="list-style-type: none"> ● Staying Safe - Cycle Safety ● Staying Healthy - Healthy Living 	<ul style="list-style-type: none"> ● Growing and Changing - Appropriate Touch ● Being Responsible - Coming Home on Time 	<ul style="list-style-type: none"> ● Feelings and Emotions - Jealousy ● Computer Safety - Online Bullying
Primary Class Four	<ul style="list-style-type: none"> ● Staying Safe - Cycle Safety ● Staying Healthy - Healthy Living 	<ul style="list-style-type: none"> ● Growing and Changing - Appropriate Touch ● Being Responsible - Coming Home on Time 	<ul style="list-style-type: none"> ● Feelings and Emotions - Jealousy ● Computer Safety - Online Bullying
Primary Class Five	<ul style="list-style-type: none"> ● Staying Safe - Cycle Safety ● Staying Healthy - Healthy Living 	<ul style="list-style-type: none"> ● Growing and Changing - Appropriate Touch ● Being Responsible - Coming Home on Time 	<ul style="list-style-type: none"> ● Feelings and Emotions - Jealousy ● Computer Safety - Online Bullying
Primary Class Six			

Secondary: Key Stage 3

Class	Autumn Term	Spring Term	Summer Term
Steps 3a	<ul style="list-style-type: none"> ● Staying Safe - Cycle Safety ● Staying Healthy - Healthy Living 	<ul style="list-style-type: none"> ● Growing and Changing - Appropriate Touch ● Being Responsible - Coming Home on Time 	<ul style="list-style-type: none"> ● Feelings and Emotions - Jealousy ● Computer Safety - Online Bullying
Steps 3b	<ul style="list-style-type: none"> ● Skills for Social Success - 	<ul style="list-style-type: none"> ● I've Got a Feeling - ● understanding emotional wellbeing 	<ul style="list-style-type: none"> ● Fitter, Healthier, Happier

Class	Autumn Term	Spring Term	Summer Term
Personal Growth and Wellbeing BTec	<ul style="list-style-type: none"> understanding the role of relationships in personal health and wellbeing 		<ul style="list-style-type: none"> improving physical health and wellbeing
Steps 3c	<ul style="list-style-type: none"> Staying Safe - Cycle Safety Staying Healthy - Healthy Living 	<ul style="list-style-type: none"> Growing and Changing - Appropriate Touch Being Responsible - Coming Home on Time 	<ul style="list-style-type: none"> Feelings and Emotions - Jealousy Computer Safety - Online Bullying
Talkabout 3a	<ul style="list-style-type: none"> Health and Wellbeing 	<ul style="list-style-type: none"> Relationships 	<ul style="list-style-type: none"> Living in the Wider World
Talkabout 3b	<ul style="list-style-type: none"> Health and Wellbeing 	<ul style="list-style-type: none"> Relationships 	<ul style="list-style-type: none"> Living in the Wider World
Talkabout 3c	<ul style="list-style-type: none"> Health and Wellbeing 	<ul style="list-style-type: none"> Relationships 	<ul style="list-style-type: none"> Living in the Wider World
Talkabout 3d	<ul style="list-style-type: none"> Health and Wellbeing 	<ul style="list-style-type: none"> Relationships 	<ul style="list-style-type: none"> Living in the Wider World
Talkabout 3e	<ul style="list-style-type: none"> Staying Safe - Cycle Safety Staying Healthy - Healthy Living 	<ul style="list-style-type: none"> Growing and Changing - Appropriate Touch Being Responsible - Coming Home on Time 	<ul style="list-style-type: none"> Feelings and Emotions - Jealousy Computer Safety - Online Bullying

Secondary: Key Stage Four

Class	Autumn Term	Spring Term	Summer Term
Steps 4A <i>Personal Growth and Wellbeing BTec</i>	<ul style="list-style-type: none"> Skills for Social Success - understanding the role of relationships in personal health and wellbeing 	<ul style="list-style-type: none"> I've Got a Feeling - understanding emotional wellbeing 	<ul style="list-style-type: none"> Fitter, Healthier, Happier improving physical health and wellbeing
Steps 4B <i>Personal Growth and Wellbeing BTec</i>	<ul style="list-style-type: none"> Future Roles and Setting Goals - producing a long term progression plan 	<ul style="list-style-type: none"> Let's Talk About - understanding sexual health and wellbeing 	<ul style="list-style-type: none"> Making Money Work for Me - financial commitments
Steps 4C	<ul style="list-style-type: none"> Future Roles and Setting Goals - producing a long term progression plan 	<ul style="list-style-type: none"> Let's Talk About - understanding sexual health and wellbeing 	<ul style="list-style-type: none"> Making Money Work for Me - financial commitments

<i>Personal Growth and Wellbeing BTec</i>			
Talkabout 4A <i>Personal Growth and Wellbeing BTec</i>	<ul style="list-style-type: none"> ● Future Roles and Setting Goals - ● producing a long term progression plan 	<ul style="list-style-type: none"> ● Let's Talk About - ● understanding sexual health and wellbeing 	<ul style="list-style-type: none"> ● Making Money Work for Me - ● financial commitments
Talkabout 4B <i>Personal Growth and Wellbeing BTec</i>	<ul style="list-style-type: none"> ● Future Roles and Setting Goals - ● producing a long term progression plan 	<ul style="list-style-type: none"> ● Let's Talk About - ● understanding sexual health and wellbeing 	<ul style="list-style-type: none"> ● Making Money Work for Me - ● financial commitments
Talkabout 4C <i>Personal Growth and Wellbeing BTec</i>	<ul style="list-style-type: none"> ● Future Roles and Setting Goals - ● producing a long term progression plan 	<ul style="list-style-type: none"> ● Let's Talk About - ● understanding sexual health and wellbeing 	<ul style="list-style-type: none"> ● Making Money Work for Me - ● financial commitments

Appendix 2: By the end of primary school pupils should know

Topic	Pupils should know
Families and people who care about me	<ul style="list-style-type: none"> ● That families are important for children growing up because they can give love, security and stability ● The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives ● That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care ● That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up ● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong ● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> ● How important friendships are in making us feel happy and secure, and how people choose and make friends ● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties ● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded ● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right ● How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> ● The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs ● Practical steps they can take in a range of different contexts to improve or support respectful relationships ● The conventions of courtesy and manners ● The importance of self-respect and how this links to their own happiness ● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority ● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help ● What a stereotype is, and how stereotypes can be unfair, negative or destructive ● The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships	<ul style="list-style-type: none"> ● That people sometimes behave differently online, including by pretending to be someone they are not ● That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous ● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them ● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met ● How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> ● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) ● About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe ● That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact ● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know ● How to recognise and report feelings of being unsafe or feeling bad about any adult ● How to ask for advice or help for themselves or others, and to keep trying until they are heard ● How to report concerns or abuse, and the vocabulary and confidence needed to do so ● Where to get advice e.g. family, school and/or other sources

Appendix 3: By the end of secondary school pupils should know

Topic	Pupils should know
Families	<ul style="list-style-type: none"> ● That there are different types of committed, stable relationships ● How these relationships might contribute to human happiness and their importance for bringing up children ● What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony ● Why marriage is an important relationship choice for many couples and why it must be freely entered into ● The characteristics and legal status of other types of long-term relationships ● The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting ● How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed

<p>Respectful relationships, including friendships</p>	<ul style="list-style-type: none"> ● The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship ● Practical steps they can take in a range of different contexts to improve or support respectful relationships ● How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) ● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs ● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help ● That some types of behaviour within relationships are criminal, including violent behaviour and coercive control ● What constitutes sexual harassment and sexual violence and why these are always unacceptable ● The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
<p>Online and media</p>	<ul style="list-style-type: none"> ● Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online ● About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online ● Not to provide material to others that they would not want shared further and not to share personal material which is sent to them ● What to do and where to get support to report material or manage issues online ● The impact of viewing harmful content ● That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners ● That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail ● How information and data is generated, collected, shared and used online
<p>Being safe</p>	<ul style="list-style-type: none"> ● The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships ● How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

<p>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> ● How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship ● That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing ● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women ● That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others ● That they have a choice to delay sex or to enjoy intimacy without sex ● The facts about the full range of contraceptive choices, efficacy and options available ● The facts around pregnancy including miscarriage ● That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) ● How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing ● About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment ● How the use of alcohol and drugs can lead to risky sexual behaviour ● How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
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Appendix 3: Parent/carer form: withdrawal from sex education within RSE

To be completed by parents/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

To be completed by the school	
Agreed actions from discussion with parents/carers	

